Accessibility Plan 2026-2029

Date Written: June 2026

Date approved: June 2026

Approved by: Pupils & Curriculum Committee

Date of next review: June 2029

Accessibility Plan 2026-2029

Dunmore Primary School Accessibility Plan – 2026 to 2029

1. Vision Statement
2. Aims and Objectives
3. Current good practice
    - Physical Environment
    - Curriculum
    - Information
4. Access Audit
5. Management, coordination, and implementation
6. Action Plan

1. VISION STATEMENT

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and

- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Plan will be monitored by the Headteacher and evaluated by the Finance and Premises Governors' committee.

At Dunmore Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Dunmore Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

a) The Accessibility Plan is structured to complement and support the school's Equality Objectives.

b) Dunmore Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

c) The Dunmore Primary School Accessibility Plan shows how access is to be improved, where identified, for pupils, staff and visitors with disabilities, within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as pupils without a disability; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this

covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

d) The Dunmore Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

e) Whole school training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

f) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy

g) The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

h) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

2. AIMS AND OBJECTIVES

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

3. CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the data collection and occasionally a survey of parents' views.

a) Physical Environment -There are very few parts of the school to which pupils with disabilities have limited or no access. Pupils with disabilities participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments, school trips for pupils with medical needs but provision is made for these children.

b) Curriculum -There are areas of the curriculum to which pupils with disabilities have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment.

c) Information -Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents, and staff with disabilities.

4. ACCESS AUDIT

The school is a one storey building with wide corridors and many access points from outside. Both halls are accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a lobby which is fully accessible to wheelchair users. The school has three accessible toilets, all fitted with a handrail and a pull emergency cord. One toilet is a 'closomat' that enables fully independent toileting. The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Senior Leadership Team will work closely with the Local Authority seeking advice from advisers when necessary.

6. ACTION PLAN

Aim 1 To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHORT TERM	To liaise with outside Nursery providers to review potential intake for Sept 2026.	• To identify pupils who may need additional to or different from provision for Sept 2026/2027/2028/2029 Intake.	Sept 2026/2027/2028/ 2029	Headteacher (HT) Special Educational Needs and Disabilities Co-ordinator (SENDCO)T, Early Years Leader (EYL)	Procedures, equipment and ideas set in place by Sept 2026/2027/2028/2029

	To continue close liaison with parents.	• To ensure collaboration and sharing between school and families.	Ongoing	Senior Leadership Team (SLT) All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues.	• To ensure collaboration between all key personnel.	Ongoing	SLT, Teaching Assistants, Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Utilisation of specialist advisory teachers; CPD for staff. An adapted curriculum with alternatives offered. • If relevant, the use of 'Oxfordshire Developmental Journal' or similar to assist in developing learning opportunities for children and in assessing progress in different subjects. • A range of support staff including trained teaching assistants. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy, physical disability team, physiotherapists, or any other specialist service as necessary	Ongoing	Teachers, SENDCO	Advice taken and strategies evident in classroom practice.
	Tasks/Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
MEDIUM TERM	To finely review attainment of all pupils within a 'vulnerable' group (e.g. pupils with disabilities,	• Review of progress meetings with team leaders and class teachers. • Scrutiny of assessment system. • Regular liaison with parents.	Termly	Class Teachers (CT)/ Team Leaders	Progress of pupils in all vulnerable groups in line with their peers. SEND profiles show clear steps and progress made.

	looked after pupils, etc).				
	To promote the involvement of pupils with disabilities in whole school life.	The school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access. • Screen magnifier software for the visually impaired. • Use of tablets and laptops with appropriate software. • Giving alternatives to enable all pupils to participate successfully in lessons. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of people with disabilities.	Ongoing	Whole school approach	Reasonable adjustments are made to make provision available to all pupils for both curricular and extra-curricular activities. The school keeps up to date with statutory legislation. Pupil voice shows high levels of satisfaction.
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To evaluate and review the above short- and medium-term targets annually.	• SLT hold review meetings with appropriate staff members.	Annually	SLT, Appropriate staff	All children make good progress.
LONG TERM	To deliver findings to the Governing Body.	• Present findings at the Pupil and Curriculum Committee.	Annually Termly	SLT, SEND Governor	Governors fully informed about SEN provision and progress.

Aim 2 To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHOR	Improve physical	• The school will take account of the needs of pupils, staff and visitors with SEND when planning and	Ongoing	SLT	All needs to be met with reasonable adjustments.

	environment of school.	undertaking future improvements and refurbishments of the site and premises.			
	Ensuring all pupils are enabled to be involved.	• Create access plans for individual pupils with disabilities as part of Individual Health Care Plans.	Ongoing	SENDCO, CT	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	• To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. • To give medicines to pupils on site, with appropriate consent and remind parents when medications expire.	Ongoing	HT, SENDCO, School Business Manager (SBM)	Children with medical needs fully access school life.
	Ensuring parents/carers with disabilities and other vulnerable groups have every opportunity to be involved.	• Utilise disabled parking spaces for parents/carers with disabilities and mobility issues to drop off & collect children. • Offer a telephone call to explain letters home for parents/carers who need this. • Coffee mornings for parent/carer groups e.g. EAL, service families. • Family Liaison Office (FLO) available to meet and help parents/carers when requested. • Parents/carers to be signposted to translation tools when required.	Ongoing	Whole school team	Parents/carers with disabilities and in other vulnerable group are not discriminated against and are encouraged to take interest and be involved in their child's education.
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
MEDIUM TERM	To maintain fire exit routes.	• Audit all fire exit routes regularly to establish safe, accessible routes for every year group.	Ongoing	SBM	Safe accessible routes for all year groups.
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**

LONG TERM	To ensure driveway, roads, paths around school are as safe as possible.	• Communication with parents/carers via safety messages/letters/'Walk Your Wheels' reminders. • Bike Ability course running annually for Year 6 pupils.	Ongoing	Site Manager, SLT	No accidents.

Aim 3 To improve the delivery of information to all vulnerable groups of pupils and parent/carers.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
SHORT TERM	To ensure all pupils, particularly pupils from vulnerable groups, can fully access the curriculum.	• The school is aware of and supports appropriate adapted communication and access to the curriculum. • The FLO 'meets and greets' at the school gates daily and follows up with any reported requirement of need. • A welcome pack produced for each year group, available in different languages.	Ongoing	SENDCO, FLO, SBM CT	All pupils are able to access the curriculum.
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
MEDIUM TERM	To review pupils' records ensuring school's awareness of any disabilities or vulnerabilities.	• Information collected about new children. • Records passed to each CT. • End of year CT meetings. • Annual pupil reviews. • Grid sheets. • Pupil Profile meetings. • Transition meetings. • Medical forms updated annually for all pupils. • Personal health plans created where required. • Significant health problems and vulnerabilities flagged up to staff.	Annually	CT, Outside agencies SLT, Office staff	Each CT/staff member aware of the needs of the pupils they work with.